

These should be a double-page (centerfold) response of your reading that is **handwritten**. **This must be on only two centerfold pages. No longer.** See attached emails for samples. It is a way of making your own pattern of your unique understanding of history and the textbook. It is a valuable way to own what you are reading. These notes will be used for weekly open notebook quizzes. These quizzes will take place during the last class of each week. Chapters will be posted in PDF form on Google Classroom. Homework grades will total one test grade. Quizzes will be averaged together to form one test grade. In total you will get two test grades from this worth 20% each of your quarter grade or 40% total.

Left-hand page

1. Pull out two quotations and write them on the page (be sure to note the authors.) Use them as a springboard to explore your own ideas.
2. Identify and state the historical significance of two individuals/ groups/issues in the chapter that are highlighted within the chapter.
3. Make a personal statement about what you have read (What I learned? New insights? Agree or disagree with the author's point of view?)
4. Use two visual images (or political cartoons) that you have drawn or copied to create a central focus for your pages. Do not include portraits! Include a caption to the image.

Right-hand page

5. Organize chapter material by theme (**BAGPIPE**), showing your understanding of the major historical issues and developments with an eye towards the broad trends unfolding as the year goes on.

Ideas, Beliefs, and Culture	B elief Systems	CUL
America in the World	A merica in the World	WOR
Environment and Geography	G eography and Environment	ENV
Politics and Power	P	POL
Identity	I	ID
Peopling; migration	P eopling	PEO
Work, Exchange, Technology	E (Econ)= Exchange, Work, Technology	WXT

(B)elief Systems)

Ideas, Beliefs, and Culture (CUL)

This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. You should examine the development of aesthetic, moral, religious, scientific, and philosophical principles, and consider how these principles have affected individual and group actions. You should also analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

Overarching questions:

- How and why have moral, philosophical, and cultural values changed in what would become the United States?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

(A)merica in the World)

America in the World (WOR)

In this theme, you should focus on the global context in which the United States originated and developed, as well as the influence of the U.S. on world affairs. You should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. You should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the U.S. itself.

Overarching questions:

- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

(G)eography and Environment)

Environment and Geography — Physical and Human (ENV)

This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. You should analyze the interaction between the environment and Americans in their efforts to survive and thrive. You should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

Overarching questions:

- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
 - How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?
-

(P)

Politics and Power (POL)

You should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. You should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

Overarching questions:

- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

(I) Identity (ID)

This theme focuses on the formation of both American national identity and group identities in U.S. history. You should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. And you should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

Overarching questions:

- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

(P) Peopling (PEO)

This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. You will examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” You will explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them, and the impact these factors had on both these peoples and on U.S. society.

Overarching questions:

- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?

(E) (Econ)= Exchange, Work, Technology

Work, Exchange, and Technology (WXT)

This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. You should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. You should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

Overarching questions:

- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

Example: Unit 1

(B)elief Systems)

Ideas, Beliefs, and Culture (CUL)

European exploration and settlement led to sustained contact with Africans and American Indians. This contact changed how each group saw one another and the world around them. Spanish and Portuguese explorers did not understand, nor appreciate, the natives they encountered. European ethnocentricity engendered debates over how these “uncivilized” should be treated. The result was subjugation of Natives and Africans. Natives tried to remain autonomous despite European attempts to change Indian beliefs (e.g. relationship with the environment). This resistance led to conflict. Though enslaved, some Africans preserved a degree of cultural retention.

(A)merica in the World)
(WOR)

America in the World

Imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies. European overseas expansion resulted in the Columbian Exchange, triggering major demographic and social changes on both sides of the Atlantic. For example, the Spanish and Portuguese brought deadly epidemics. With their arrival, the Americas became racially mixed, and a hierarchy developed among the settlers, Africans, and Natives. African natural resources were exploited, and slave labor taken for the Americas. The introduction of new crops and livestock had far-reaching economic, social, and political effects.

(G)eography and Environment)
Human (ENV)

Environment and Geography — Physical and

Before European arrival, native Americans developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. As people migrated and settled, they adapted to and transforming their environments. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California. Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles. In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter–gatherer economy that favored the development of permanent villages.

Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict. In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

(P)

Politics and Power (POL)

There were many factors behind competition, cooperation, and conflict among different societies and social groups in North America. European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. This caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

(I) Identity (ID)

European exploration and settlement led to sustained contact with Africans and American Indians. This contact changed how each group saw one another and the world around them. Spanish and Portuguese explorers did not understand, nor appreciate, the natives they encountered. European ethnocentricity engendered debates over how these "uncivilized" should be treated. The result was subjugation of Natives and Africans. Natives tried to remain autonomous despite European attempts to change Indian beliefs (e.g. relationship with the environment). This resistance led to conflict. Though enslaved, some Africans preserved a degree of cultural retention.

(P) Peopling (PEO)

Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California. Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles. In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

(E)(Econ)= Exchange, Work, Technology

Work, Exchange, and Technology (WXT)

European arrival in the Western Hemisphere resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. This triggered extensive demographic and social changes on both sides of the Atlantic. For example, the Spanish and Portuguese brought deadly epidemics. With their arrival, the Americas became racially mixed, and a hierarchy developed among the settlers, Africans, and Natives. African natural resources were exploited, and slave labor taken for the Americas. The introduction of new crops and livestock had far-reaching economic, social, and political effects.